

## Midway Elementary

1892 Highway 1 North  
Cassatt, South Carolina 29032

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	344 Students	
<b>Principal</b>	Mrs. Jewell Stanley	803-432-6122
<b>Superintendent</b>	Herbert M. Berg, Ed.D.	803-432-8416
<b>Board Chair</b>	Dana A. Morris	803-432-4391

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	18	57	21	0

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Below Average	Unsatisfactory	No

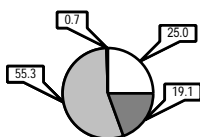
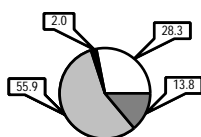
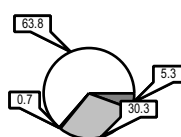
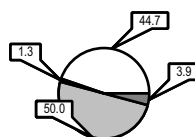
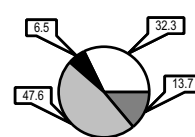
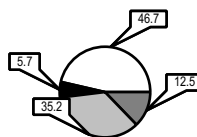
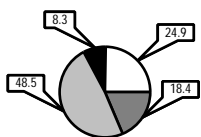
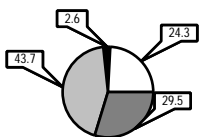
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	173	98.8	24.5	55.6	19.2	0.7	34.4	Yes	Yes
<b>Gender</b>									
Male	83	100.0	29.6	52.1	18.3	0.0	38.0		
Female	90	97.8	20.0	58.8	20.0	1.3	31.3		
<b>Racial/Ethnic Group</b>									
White	116	98.3	20.4	51.0	27.6	1.0	45.9	Yes	Yes
African American	54	100.0	32.0	64.0	4.0	0.0	14.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	139	100.0	22.3	56.9	20.0	0.8	33.8		
Disabled	34	94.1	38.1	47.6	14.3	0.0	38.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	173	98.8	24.5	55.6	19.2	0.7	34.4		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	173	98.8	24.5	55.6	19.2	0.7	34.4		
<b>Socio-Economic Status</b>									
Subsidized meals	125	98.4	26.9	63.0	9.3	0.9	25.9	Yes	Yes
Full-pay meals	48	100.0	18.6	37.2	44.2	0.0	55.8		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	173	98.8	27.8	56.3	13.9	2.0	33.8	Yes	Yes
<b>Gender</b>									
Male	83	100.0	31.0	47.9	19.7	1.4	35.2		
Female	90	97.8	25.0	63.8	8.8	2.5	32.5		
<b>Racial/Ethnic Group</b>									
White	116	98.3	21.4	59.2	17.3	2.0	37.8	Yes	Yes
African American	54	100.0	42.0	48.0	8.0	2.0	26.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	139	100.0	22.3	59.2	16.2	2.3	37.7		
Disabled	34	94.1	61.9	38.1	0.0	0.0	9.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	173	98.8	27.8	56.3	13.9	2.0	33.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	173	98.8	27.8	56.3	13.9	2.0	33.8		
<b>Socio-Economic Status</b>									
Subsidized meals	125	98.4	32.4	57.4	8.3	1.9	27.8	Yes	Yes
Full-pay meals	48	100.0	16.3	53.5	27.9	2.3	48.8		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	173	98.3	63.6	30.5	5.3	0.7	6.0
<b>Gender</b>							
Male	83	98.8	56.3	32.4	9.9	1.4	11.3
Female	90	97.8	70.0	28.8	1.3	0.0	1.3
<b>Racial/Ethnic Group</b>							
White	116	97.4	52.0	39.8	7.1	1.0	8.2
African American	54	100.0	84.0	14.0	2.0	0.0	2.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	139	100.0	59.2	34.6	5.4	0.8	6.2
Disabled	34	91.2	90.5	4.8	4.8	0.0	4.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	173	98.3	63.6	30.5	5.3	0.7	6.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	173	98.3	63.6	30.5	5.3	0.7	6.0
<b>Socio-Economic Status</b>							
Subsidized meals	125	97.6	72.2	24.1	3.7	0.0	3.7
Full-pay meals	48	100.0	41.9	46.5	9.3	2.3	11.6

<b>Social Studies</b>							
All Students	173	98.3	44.4	50.3	4.0	1.3	5.3
<b>Gender</b>							
Male	83	98.8	42.3	47.9	7.0	2.8	9.9
Female	90	97.8	46.3	52.5	1.3	0.0	1.3
<b>Racial/Ethnic Group</b>							
White	116	97.4	36.7	55.1	6.1	2.0	8.2
African American	54	100.0	60.0	40.0	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	139	100.0	40.0	55.4	3.1	1.5	4.6
Disabled	34	91.2	71.4	19.0	9.5	0.0	9.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	173	98.3	44.4	50.3	4.0	1.3	5.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	173	98.3	44.4	50.3	4.0	1.3	5.3
<b>Socio-Economic Status</b>							
Subsidized meals	125	97.6	50.9	46.3	2.8	0.0	2.8
Full-pay meals	48	100.0	27.9	60.5	7.0	4.7	11.6

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	51	100.0	25.5	36.2	36.2	2.1	38.3
	4	61	100.0	19.0	50.0	31.0	N/A	31.0
	5	73	98.6	23.5	66.2	10.3	N/A	10.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	52	100.0	19.6	54.3	26.1	0.0	26.1
	4	59	96.6	38.3	53.2	8.5	0.0	8.5
	5	62	100.0	17.5	57.9	22.8	1.8	24.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	51	100.0	27.7	70.2	N/A	2.1	2.1
	4	61	100.0	22.4	58.6	13.8	5.2	19.0
	5	73	100.0	49.3	40.6	5.8	4.3	10.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	52	100.0	32.6	54.3	13.0	0.0	13.0
	4	59	96.6	34.0	48.9	14.9	2.1	17.0
	5	62	100.0	17.5	64.9	14.0	3.5	17.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	52	100.0	60.9	30.4	6.5	2.2	8.7
	4	59	94.9	70.2	23.4	6.4	0.0	6.4
	5	62	100.0	59.6	36.8	3.5	0.0	3.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	52	100.0	34.8	54.3	6.5	4.3	10.9
	4	59	94.9	38.3	59.6	2.1	0.0	2.1
	5	62	100.0	56.1	40.4	3.5	0.0	3.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 344)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.4%	100.0%	100.0%
Retention rate	2.7%	Down from 2.8%	3.5%	3.0%
Attendance rate	95.9%	Up from 94.9%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.5%	Up from 3.3%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%	Down from 3.8%	3.6%	3.2%
Eligible for gifted and talented	9.0%	Down from 12.5%	9.2%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.2%	Down from 5.8%	8.7%	8.2%
Older than usual for grade	1.5%	No change	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 24)</b>				
Teachers with advanced degrees	54.2%	Up from 50.0%	50.0%	52.6%
Continuing contract teachers	87.5%	Up from 80.8%	84.9%	83.3%
Highly qualified teachers	95.5%	Down from 95.8%	94.1%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	80.2%	Down from 81.6%	86.2%	87.0%
Teacher attendance rate	92.3%	Up from 89.8%	94.9%	95.0%
Average teacher salary	\$47,929	Up 11.8%	\$41,215	\$41,703
Prof. development days/teacher	17.2 days	Up from 17.0 days	13.3 days	12.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 21.1 to 1	18.4 to 1	18.8 to 1
Prime instructional time	85.3%	Up from 81.1%	89.4%	89.8%
Dollars spent per pupil*	\$5,954	Up 7.8%	\$6,357	\$6,242
Percent of expenditures for teacher salaries*	63.6%	Down from 66.5%	65.0%	65.8%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	94.7%		89.4%	
Highly qualified teachers in high poverty schools	100.0%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Midway Elementary's faculty and staff seek to create a warm, family-like atmosphere for our students, parents and community. The mission of Midway Elementary School, in partnership with the home and the community, is to develop each individual's uniqueness and to prepare confident, technologically proficient lifelong learners by providing challenging, innovative, educational experiences in a safe environment.

To ensure the academic success of our students, we offer programs geared to their needs. SOAR to Success and Early Success programs promote literacy. SOAR to Success is a small group intervention program designed to improve reading comprehension for struggling readers in third through fifth grade. Early Success is a small group intervention program designed to improve phonemic awareness and comprehension for first and second grade students. As a recipient of the 21st Century Community Learning Center Grant, we offer a five day a week after-school program focusing on academic assistance and enrichment activities. The International Paper Foundation Grant allows us to expand classroom literacy sets for the upper grades.

Our faculty and staff are committed to improving our efforts to increase student achievement. Teachers participated in a variety of professional development opportunities in order to create innovative and challenging classrooms. This year our teachers received additional support from a full-time math curriculum coach. Teachers meet with the math coach monthly to discuss South Carolina Math Standards and discuss possible teaching strategies. Our school initiated "Investigations in Numbers Sense, Space and Data" in kindergarten and fourth grades. Investigations is a research-based curriculum supplement designed to increase mathematical thinking.

Our parents are encouraged to visit our school and conference regularly with teachers. We conduct a Back to School night to familiarize parents with their child's classroom and teacher. Family Literacy Night, Family Math Nights, ESL Night, Grandparents Luncheons, Donuts for Dads, Muffins for Moms, Open House, and our After-School Program are examples of family involvement activities.

Our school is making strides in improving and using technology. The school has a 30 station computer lab, and each classroom has two computers. This year we updated our technology to become a wireless school.

Midway Elementary's faculty, staff and parents were disappointed to learn that we missed our Adequate Yearly Progress by one goal. Our student attendance rate fell short by less than one percent. In order to address student attendance, we developed a plan of action to include presenting a daily class award recognition for perfect class attendance, updating parent communications, and holding parent conferences. Thanks to these efforts, we have seen an increase in student attendance rates. It is our school's desire to form a strong partnership between students, parents and the community to make Midway Elementary School a place where each child excels.

Jewell R. Stanley, Principal

Tammy Tollison, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	22	54	20
Percent satisfied with learning environment	77.3%	88.7%	90.0%
Percent satisfied with social and physical environment	86.4%	90.6%	85.0%
Percent satisfied with school-home relations	47.6%	82.7%	85.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.